CIWP Team & Schedules

Resources

CIWP Team Guidance

Indicators of Quality CIWP: CIWP Team

The CIWP team includes staff reflecting the diversity of student demographics and school programs.

The CIWP team has 8-12 members. Sound rationale is provided if team size is smaller or larger.

The CIWP team includes leaders who are responsible for implementing Foundations, those with institutional memory and those most impacted.

The CIWP team includes parents, community members, and LSC members.

All CIWP team members are meaningfully involved in the planning process for CIWP components and include other stakeholders, as appropriate for their role, with involvement along the CPS Spectrum of Inclusive Partnerships (from the CPS Equity Framework).

Name	Role	Email
Mariela Gomez	LSC Member	mgomez195@cps.edu
Diana Miranda	Teacher Leader	dmiranda15@cps.edu
Sadie Gallman	Teacher Leader	srbrooks2@cps.edu
Elizabeth Lancaster	Teacher Leader	erlancaster@cps.edu
Laura Tello	Parent	lauratello3291@gmail.com
Catherine Mizicko	Social Worker	csmizicko@cps.edu
Kristal Yoon	Counselor	Kvyoon@cps.edu
Juan Resendiz	Teacher Leader	Jiresendiz@cps.edu
Maggie Murray	Teacher Leader	mlmurtagh@cps.edu
Jane Paintsil	ELPT	jmpaintsil@cps.edu
Isabel Collazo	Case Manager	iscollazo@cps.edu
Meredith Senn	LSC Member	masenn@cps.edu

Initial Development Schedule

Outline your schedule for developing each component of the CIWP.

CIWP Components	Planned Start Date	Planned Completion Date
Team & Schedule	4/25/23	4/25/23
Reflection: Curriculum & Instruction (Instructional Core)	5/22/23	5/22/23
Reflection: Inclusive & Supportive Learning (Instructional Core)	5/22/23	5/22/23
Reflection: Connectedness & Wellbeing	5/22/23	5/22/23
Reflection: Postsecondary Success	5/22/23	5/22/23
Reflection: Partnerships & Engagement	5/22/23	5/22/23
Priorities	6/5/23	6/5/23
Root Cause	6/5/23	6/5/23
Theory of Acton	6/5/23	6/5/23
Implementation Plans	7/17/23	7/17/23
Goals	7/17/23	7/17/23
Fund Compliance	9/10/23	9/10/23
Parent & Family Plan	9/10/23	9/10/23
Approval	9/12/23	9/12/23

SY24 Progress Monitoring Schedule

Indicate the SY24 dates when your CIWP team will hold progress monitoring check-ins.
As a reference, these dates will auto-populate in your implementation plans.

	CIWP Progress Monitoring Meeting Dates
Quarter 1	October 18
Quarter 2	December 13
Quarter 3	February 12
Quarter 4	May 7

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

Indicators of a Quality CIWP: Reflection on Foundations

Schools reflect by triangulating various data sources, inclusive of quantitative and qualitative data, and disaggregated by student groups.

Reflections can be supported by available and relevant evidence and accurately represent the school's implementation of practices.

Stakeholders are consulted for the Reflection of Foundations.

Schools consider the impact of current ongoing efforts in the Reflection on Foundation.

Resources

Reflection on Foundations Protocol

Return to Top

Curriculum & Instruction

Using the associated references, is this practice consistently implemented?		References
Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.	CPS High Quality Curriculum Rubrics
Yes	Students experience grade-level, standards-aligned instruction.	Rigor Walk Rubric Teacher Team Learning Cycle Protocols Quality Indicators Of Specially Designed Instruction
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.	Powerful Practices Rubric Learning Conditions
Partially	The ILT leads instructional improvement through distributed leadership.	Continuum of ILT Effectiveness Distributed Leadership
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.	Customized Balanced Assessment Plan ES Assessment Plan Development Guide HS Assessment Plan Development
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.	Assessment for Learning Reference Document

What are the takeaways after the review of metrics?

Based on SY 22 Star 360 Data and SY 23 (EOY-MOY data):

3-8 student growth is significant in Reading

3-8 student growth is significant in Math

3-8 attainment in Reading

3-8 attainment in Math

link to metrics:
https://docs.google.com/presentation/d/1YjxSPQSpSnzhQlvzaq334cWUY7YGbgDLwXkKOz6kK58/edit#slide=id.g22a54c83883_0_0

What is the feedback from your stakeholders?

Teachers are overwhelmed with the amount of information in a Skyline lesson and materials.

Teachers are content with Go Math!

Students want more choice in content.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Skyline Curriculum (ELA) is being used vertically through K-5.
Amplify-Science is vertically aligned from K-8th
Go Math Curriculum is being used vertically through K-6.

Metrics

IAR (Math)

IAR (English)

Rigor Walk Data (School Level Data)

PSAT (EBRW)

PSAT (Math)

STAR (Reading)

STAR (Math)

iReady (Reading)

iReady (Math)

Cultivate

Grades

ACCESS

TS Gold

Interim Assessment Data

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Students have not developed strong Tier 2 vocabulary due to lack of explicit vocabulary instruction.
Students do not have access to learning reading strategies – only reading skills (common core).
Students need access to deeper learning of math concepts (the why behind the mathematics).

Jump to... Curriculum & Instruction | Inclusive & Supportive Learning | Connectedness & Wellbeing | Postsecondary | Partnerships & Engagement

Return to Top

Inclusive & Supportive Learning Environment

Using the associated references, is this practice consistently implemented?		References
Partially	School teams implement an equity-based MTSS framework that includes strong teaming, systems and structures, and implementation of the problem solving process to inform student and family engagement consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo MTSS Continuum Roots Survey
Partially	School teams create, implement, and progress monitor academic intervention plans in the Branching Minds platform consistent with the expectations of the MTSS Integrity Memo.	MTSS Integrity Memo
Partially	Students receive instruction in their Least Restrictive Environment. Staff is continually improving access to support Diverse Learners in the least restrictive environment as indicated by their IEP.	LRE Dashboard Page
Partially	Staff ensures students are receiving timely, high quality IEPs, which are developed by the team and implemented with fidelity.	IDEA Procedural Manual
Yes	English Learners are placed with the appropriate and available EL endorsed teacher to maximize required Tier I instructional services.	EL Placement Recommendation Tool ES EL Placement Recommendation Tool HS
Yes	There are language objectives (that demonstrate HOW students will use language) across the content.	

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

EL's not getting services to support in transitioning from native language to English.
Newcomers not getting support no matter the language.
Large increase in number of students placed in resource (more restrictive environment)
MTSS has proven to show growth in students but the frequency of the intervention is limited.

What are the takeaways after the review of metrics?

22 languages spoken other than English.
309 students who are considered ELLs. 47% of EL and DL are getting an A vs. Non EL and DL students are 61%, 3-8th 23% of DL are off track in comparison to Non DL 13%. , 14% of EL are off track in comparison to Non EL 16%.

What is the feedback from your stakeholders?

Teachers would like more time to work on IEPs and collaborate with other teachers on students.
Negotiating time for IEPs vs. grade levels.
PDs centered around students with emotional needs.
EL students need further direct supports
Newcomers need further supports with integrating into a school setting.
Counseling to aid with trauma of leaving native country due to extenuating circumstances.
Bilingual Committee to address concerns in bilingual classrooms.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

The MTSS interventionist joined us this year, and we have seen improvements from our students meeting with them. The DL team meets once a month to review information from the district. This allows DL teachers to be on the same page as the rest of the district for updated information.

Metrics

Unit/Lesson Inventory for Language Objectives (School Level Data)
MTSS Continuum
Roots Survey
ACCESS
MTSS Academic Tier Movement
Annual Evaluation of Compliance (ODLSS)
Quality Indicators of Specially Designed Curriculum
EL Program Review Tool

Return to Top

Connectedness & Wellbeing

Using the associated references, is this practice consistently implemented?		References
Yes	Universal teaming structures are in place to support student connectedness and wellbeing, including a Behavioral Health Team and Climate and Culture Team.	BHT Key Component Assessment SEL Teaming Structure

What are the takeaways after the review of metrics?

Metrics

% of Students receiving Tier 2/3 interventions meeting targets
Reduction in OSS per 100

Partially	Student experience Tier 1 Healing Centered supports, including SEL curricula, Skyline integrated SEL instruction, and restorative practices.	
Yes	All students have equitable access to student-centered enrichment and out-of-school-time programs that effectively complement and supplement student learning during the school day and are responsive to other student interests and needs.	
Yes	Students with extended absences or chronic absenteeism re-enter school with an intentional re-entry plan that facilitates attendance and continued enrollment.	

What is the feedback from your stakeholders?

Reduction in repeated disruptive behaviors (4-6 SCC)

Access to OST

Increase Average Daily Attendance

Increased Attendance for Chronically Absent Students

Reconnected by 20th Day, Reconnected after 8 out of 10 days absent

Cultivate (Belonging & Identity)

Staff trained on alternatives to exclusionary discipline (School Level Data)

Enrichment Program Participation: Enrollment & Attendance

Student Voice Infrastructure

Reduction in number of students with dropout codes at EOY

What student-centered problems have surfaced during this reflection?
If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

We need to further develop both systems and structures AND motivational strategies for adults to commit to their agreements within this document. There is a strong foundation in place that has been fostered for years, and we can build on this using the information compiled in Priority 1 and 2. Ultimately, administration holds themselves accountable for the follow through on the implementation of all action steps by working closely to empower all teams listed in this document.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Teams have strong memberships, and well equipped leaders. They are empowered by administration to lead their meetings, get input from all staff when decisions involve others, and then make progress. When input is taken by staff affected, barriers are avoided. This has a ripple effect that directly impacts students: avoiding resistance to initiatives that impact students.

Return to Top

Postsecondary Success

Postsecondary only applies to schools serving 6th grade and up. If your school does not serve any grades within 6th-12th grade, please skip the Postsecondary reflection.

Using the associated references, is this practice consistently implemented? (If your school does not serve any grade level listed, please select N/A)		**References**
Yes	An annual plan is developed and implemented for providing College and Career Competency Curriculum (C4) instruction through CPS Success Bound or partner curricula (6th-12th).	College and Career Competency Curriculum (C4)

What are the takeaways after the review of metrics?

Graduation Rate- 100% of 8th graders will graduate. 16% of Jordan 3-8th grade students are off track, which is 44 students. Attendance was the main cause of being off track. 100% of students are participating in Learn Plan Succeed with the school counselors.

Metrics

Graduation Rate

Program Inquiry: Programs/participation/attainment rates of % of ECCC

Yes	Structures for supporting the completion of postsecondary Individualized Learning Plans (ILPs) are embedded into student experiences and staff planning times (6th-12th).	Individualized Learning Plans
Partially	Work Based Learning activities are planned and implemented along a continuum beginning with career awareness to career exploration and ending with career development experiences using the WBL Toolkit (6th-12th).	Work Based Learning Toolkit
N/A	Early College courses (under Advanced Coursework) are strategically aligned with a student's Individualized Learning Plan goals and helps advance a career pathway (9th-12th).	
N/A	Industry Recognized Certification Attainment is backward mapped from students' career pathway goals (9th-12th).	ECCE Certification List
N/A	There is an active Postsecondary Leadership Team (PLT) that meets at least 2 times a month in order to: intentionally plan for postsecondary, review postsecondary data, and develop implementation for additional supports as needed (9th-12th).	PLT Assessment Rubric
N/A	Staffing and planning ensures alumni have access to an extended-day pay "Alumni Coordinator" through the Alumni Support Initiative during both the summer and winter/spring (12th-Alumni).	Alumni Support Initiative One Pager

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

The only issue was the students in 8th grade on track. There was a large number of students off track based on attendance.

What is the feedback from your stakeholders?

Students have the opportunity to share feedback and growth through the Success Bound Pre and Post Survey at the beginning and end of the year.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

Jordan helped establish and host a network two high school fair. There was a large turnout of Jordan middle school students who attended and interviewed various high schools to inform application decisions. Connections have been made with the CPS postsecondary department to connect with neighboring universities to support career exposure.

Metrics

- 3 - 8 On Track
- Learn, Plan, Succeed
- % of KPIs Completed (12th Grade)
- College Enrollment and Persistence Rate
- 9th and 10th Grade On Track
- Cultivate (Relevance to the Future)
- Freshmen Connection Programs Offered (School Level Data)

Return to Top

Partnership & Engagement

Using the associated references, is this practice consistently implemented?		References
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Spectrum of Inclusive Partnerships

What are the takeaways after the review of metrics?

87.6% of students repsonded to the 5Es survey.
58.5% of staff responded to the survey.
Student Voice Committee.
LSC meeting minutes/ BHT parent forums, openly discussed key issues/concerns surrounding the school.
Lack of PTA and PAC
LSC has difficulty filling parent seats and retaining parent members.

Metrics

- Cultivate
- 5 Essentials Parent Participation Rate
- 5E: Involved Families

Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Reimagining With Community Toolkit
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	Student Voice Infrastructure Rubric

What is the feedback from your stakeholders?

Students do not feel as if they have a safe place to go to afterschool, many students felt as if they were safe inside of the school but many worried about dangers occuring after school. According to the 5 essentials survey most teachers feel that there is a lack of trust between teachers. Parents feels as if there is a lack of paperwork/records, information, limited in person translations for non-native English speakers. Lack of communication/ transparency in regards to consequences children face or incidents that occur.

What student-centered problems have surfaced during this reflection?

If this Foundation is later chosen as a priority, these are problems the school may address in this CIWP.

Although there is a Student Voice Committee, there is a lack of cohesive invovlement for the ENTIRE student body, many decisions made and engagament opportunities inly affected the middle school students. There is also an empty seat on the LSC for a student partner.

What, if any, related improvement efforts are in progress? What is the impact? Do any of your efforts address barriers/obstacles for our student groups furthest from opportunity?

BAC Meetings held with translators present to support the different languages spoken
Written communication is offered in English, Spanish, Arabic, Farsi, Pashto, Swahili, Dari, Kenyawanda
Presentations given in spanish
Math and Science night, Literacy NIght, SEL and Art night.
Pre-K Open House
Award Assembly, International Assembly and talent show,
Black History Month Assembly
Bilingual Staff
ESL Adult Education Classes Resources
Job Resources
Parent tutor and coaches hired
Invited to sport games.
Jordan Parent Reps hired by Early Childhood to be parent ambassador, Via resource given.

5E: Supportive Environment

Level of parent/community group engagement (LSC, PAC, BAC, PTA, etc.)
(School Level Data)

Level of parent engagement in the ODLSS Family Advisory Board
(School Level Data)

Formal and informal family and community feedback received locally.
(School Level Data)

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?

Yes	All teachers, PK-12, have access to high quality curricular materials, including foundational skills materials, that are standards-aligned and culturally responsive.
Yes	Students experience grade-level, standards-aligned instruction.
Partially	Schools and classrooms are focused on the Inner Core (identity, community, and relationships) and leverage research-based, culturally responsive powerful practices to ensure the learning environment meets the conditions that are needed for students to learn.
Partially	The ILT leads instructional improvement through distributed leadership.
Partially	School teams implement balanced assessment systems that measure the depth and breadth of student learning in relation to grade-level standards, provide actionable evidence to inform decision-making, and monitor progress towards end of year goals.
Partially	Evidence-based assessment for learning practices are enacted daily in every classroom.

What are the takeaways after the review of metrics?

Based on SY 22 Star 360 Data and SY 23 (EOY-MOY data):

What is the feedback from your stakeholders?

Teachers are overwhelmed with the amount of information in a Skyline lesson and materials.

What student-centered problems have surfaced during this reflection?

Students have not developed strong Tier 2 vocabulary due to lack of explicit vocabulary instruction.
Students do not have access to learning reading strategies – only reading skills (common core).
Students need access to deeper learning of math concepts (the why behind the mathematics).

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

Skyline Curriculum (ELA) is being used vertically through K-5.
Amplify-Science is vertically aligned from K-8th
Go Math Curriculum is being used vertically through K-6.

Return to Top

Determine Priorities

Resources:

Determine Priorities Protocol

What is the Student-Centered Problem that your school will address in this Priority?

Students...

Students...do not always receive high-qualtiy instructional practices consistently across grade levels.

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

Resources:

5 Why's Root Cause Protocol

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

use high-quality instuructional practices that are best for the students in front of us. Because of the lack of communication of adults in the building, these practices are not always aligned vertically and students have a difficult time building upon the strategies practiced taught in previous years.

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

Curriculum & Instruction

practiced taught in previous years.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

communicate agreed-upon, common instructional practices with faculty and staff and hold faculty and staff accountable for these practices,

Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

staff implementing the same practices consistenly and intentionally

which leads to...

students' ability to build upon prior strategies and instruction and will lead to higher growth and attainment in the school.

Return to Top

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Instructional Leadership Team (ILT)

Dates for Progress Monitoring Check Ins

Q1	October 18	Q3	February 12
Q2	December 13	Q4	May 7

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	Five instructional practices will be developed (focused around a practice for each Reading, Mathematics, Diversity, Diverse Learner Education (DL), and ESL instruction)	ILT	June 2024	Not Started
Action Step 1	Create committees around these five areas (Literacy, Math/Science, Diversity/SS, ESL/Bilingual, DL)	Admin/ILT	September 2023	In Progress
Action Step 2	Committees meet and develop one instructional practice.	Committee	February 2024	Not Started
Action Step 3	Bring insructional practice to ILT to get feedback.	Committee/ILT	March 2024	Not Started
Action Step 4	Bring to all stakeholders for feedback.	Committee	April 2024	Not Started
Action Step 5	Finalize and communicate the five instrucional practices	Committee/ILT	May 2024	Not Started
Implementation Milestone 2	Five instructional practices will be communicated and implemented (around Reading, Mathematics, SEL/CCT, Social Studies, ESL instruction)	Admin	September 2024	Not Started
Action Step 1	Communication of the instructional practices and expectations	Admin	August 2024	In Progress
Action Step 2	Initial Professional Development of practices	Committees/Admin	September 2024	Not Started
Action Step 3	Check-Ins and data collection of the processes	Admin	December 2024	Not Started

Action Step 4	Stakeholder Feedback/Data Review	ILT	February 2025	Not Started
Action Step 5	Refelection of practices (with data)	ILT/Committees	May 2025	Not Started
Implementation Milestone 3				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

Instructional Practices will be monitored and adjusted as needed.

SY26 Anticipated Milestones

Instructional Practices will be monitored and adjusted as needed.

Return to Top

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional] SY24	SY25	SY26
By June of SY 26, all teachers will be implementing the agreed-upon learning practices. .	Yes	Other	Overall		10	60	80
			Select Group or Overall				
Because of the consistency of practices, by June of SY 26 students will meet their IEP goals in the areas of Reading and math.	Yes	Other	Students with an IEP		40	50	60
			Overall				

Select the Priority Foundation to pull over your Reflections here =>

Curriculum & Instruction

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal. SY24	SY25	SY26
C&I:2 Students experience grade-level, standards-aligned instruction.	Establish the five school-wide instructional proctices to support student growth.	Teachers will have implemented the agreed upon instructional practices 70% of time.	Teachers will have implemented the agreed upon instructional practices 90% of time.
C&I:4 The ILT leads instructional improvement through distributed leadership.	Committees will be formed to create school-wide instructional practices.	Committees will provide professinal devleopment to support teachers in these practices.	The ILT/CIWP teams will evaluate student data to ensure these instructional practices are supporting students.
Select a Practice			

Return to Top

SY24 Progress Monitoring

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
By June of SY 26, all teachers will be implementing the agreed-upon learning practices. .	Other	Overall		10	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*
Because of the consistency of practices, by June of SY 26 students will meet their IEP goals in the areas of Reading and math.	Other	Students with an IEP		40	*Select Status*	*Select Status*	*Select Status*	*Select Status*
		Overall			*Select Status*	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Identified Practices	SY24	Progress Monitoring Quarter 1	Quarter 2	Quarter 3	Quarter 4
C&I:2 Students experience grade-level, standards-aligned instruction.	Establish the five school-wide instructional proctices to support student growth.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
C&I:4 The ILT leads instructional improvement through distributed leadership.	Committees will be formed to create school-wide instructional practices.	*Select Status*	*Select Status*	*Select Status*	*Select Status*
Select a Practice		*Select Status*	*Select Status*	*Select Status*	*Select Status*

Reflection on Foundation

Using the associated documents, is this practice consistently implemented?	
Partially	The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.
Partially	Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.
No	School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).

What are the takeaways after the review of metrics?

87.6% of students repsonded to the 5Es survey.
58.5% of staff responded to the survey.
Student Voice Committee.
LSC meeting minutes/ BHT parent forums, openly discussed key issues/concerns surrounding the school.
Lack of PTA and PAC
LSC has difficulty filling parent seats and retaining parent members.

What is the feedback from your stakeholders?

Students do not feel as if they have a safe place to go to afterschool, many students felt as if they were safe inside of the school but many worried about dangers occuring after school. According to the 5 essentials survey most teachers feel that there is a lack of trust between teachers. Parents feels as if there is a lack of paperwork/records, information, limited in person translations for non-native English speakers. Lack of communication/ transparency in regards to consequences children face or incidents that occur.

What student-centered problems have surfaced during this reflection?

Although there is a Student Voice Committee, there is a lack of cohesive invovlement for the ENTIRE student body, many decisions made and engagament opportunities inly affected the middle school students. There is also an empty seat on the LSC for a student partner.

What, if any, related improvement efforts are in progress? What is the impact? Do any of our efforts address barriers/obstacles for our student groups furthest from opportunity?

BAC Meetings held with translators present to support the different languages spoken
Written communication is offered in English, Spanish, Arabic, Farsi, Pashto, Swahili, Dari, Kenyawanda
Presentations given in spanish
Math and Science night, Literacy NIght, SEL and Art night.
Pre-K Open House
Award Assembly, International Assembly and talent show, Black History Month Assembly
Bilingual Staff
ESL Adult Education Classes Resources
Job Resources
Parent tutor and coaches hired
Invited to sport games.
Jordan Parent Reps hired by Early Childhood to be parent ambassador, Via resource given.
The Giving Closet.
Encouraging parents to do the volunteer process to participate with their children for in school activities and field trips.
Clerk Assistant Hired

Return to Top

Determine Priorities

What is the Student-Centered Problem that your school will address in this Priority?

Students...

do not have linked support systems between school, home and community.

Resources:

Determine Priorities Protocol

Indicators of a Quality CIWP: Determine Priorities

Schools determine a minimum of 2 Foundations to prioritize, with at least one being within the Instructional Core.

Priorities are informed by findings from previous and current analysis of data (qualitative and quantitative).

For each priority, schools specify a student-centered problem (within the school's control) that becomes evident through each associated Reflection on Foundation.

Priorities are determined by impact on students' daily experiences.

Return to Top

Root Cause

What is the Root Cause of the identified Student-Centered Problem?

As adults in the building, we...

Resources:

5 Why's Root Cause Protocol

will communicate with families and the community on a regular basis about upcoming events, classroom expectations and celebrations.

Indicators of a Quality CIWP: Root Cause Analysis

Each root cause analysis engages students, teachers, and other stakeholders closest to each priority, if they are not already represented by members of the CIWP team.

The root cause is based on evidence found when examining the student-centered problem.

Root causes are specific statements about adult practice.

Root causes are within the school's control.

Return to Top

Theory of Action

What is your Theory of Action?

If we....

communicate with students, families and the community on a regular basis about upcoming events, classroom expectations, supports and celebrations.

Resources:

Indicators of a Quality CIWP: Theory of Action

Theory of Action is grounded in research or evidence based practices.

Theory of Action is an impactful strategy that counters the associated root cause.

Theories of action explicitly aim to improve the experiences of student groups, identified in the Goals section, in order to achieve the goals for selected metrics.

Theory of Action is written as an "If we... (x, y, and/or z strategy), then we see... (desired staff/student practices), which results in... (goals)"

All major resources necessary for implementation (people, time, money, materials) are considered to write a feasible Theory of Action.

then we see....

improved dialogue between school, community and families

which leads to...

students and stakeholders to feeling more supported in school and therefore more invested in the school community as well as their work.

Return to Top

Implementation Plan

Resources:

Indicators of a Quality CIWP: Implementation Planning

Implementation Plan Milestones, collectively, are comprehensive to implementing their respective Theories of Action and are written as SMART goals. The number of milestones and action steps per milestone should be impactful and feasible.

Implementation Plan identifies team/person responsible for implementation management, monitoring frequency, scheduled progress checks with CIWP Team, and data used to report progress of implementation.

Implementation Plan development engages the stakeholders closest to the priority, even if they are not already represented by members of the CIWP team.

Action steps reflect a comprehensive set of specific actions which are relevant to the strategy for at least 1 year out.

Action steps are inclusive of stakeholder groups and priority student groups.

Action steps have relevant owners identified and achievable timelines.

Team/Individual Responsible for Implementation Plan

Dates for Progress Monitoring Check Ins

Q1	October 18	Q3	February 12
Q2	December 13	Q4	May 7

	SY24 Implementation Milestones & Action Steps	Who	By When	Progress Monitoring
Implementation Milestone 1	increase family communication from the school.	Administration, Teachers and Staff	June 2024	In Progress
Action Step 1	Develop expectations for communication guidelines for families.	Admin	October 2023	In Progress
Action Step 2	Utilize a consistent school wide communication system that includes the different languages of our families (remind, phone tree etc)	Admin	November 2023	In Progress
Action Step 3	Inform parents of school protocols/steps taken with safety concerns	Admin/BHT	June 2024	Not Started
Action Step 4	Create opportunities for staff to learn Spanish	Admin	November 2023	In Progress
Action Step 5				*Select Status*
Implementation Milestone 2	Increase family engagement with the school.	Admin	June 2024	In Progress
Action Step 1	Monthly meetings between admin and parents	Admin	October 2023	Not Started

Action Step 2	Quarterly Family Nights and Assemblies	Committees	June 2024	In Progress
Action Step 3	Focus Groups/Suveys to families to increase engagement	Admin	February 2024	Not Started
Action Step 4	Research family/school organizations	Parents	June 2024	Not Started
Action Step 5	PAC develop ideas for workshops and meetings in SY25	PAC	June 2024	Not Started
Implementation Milestone 3	Increase student voice in order to increase student engagement in the school.	Admin	June 2024	In Progress
Action Step 1	Complete an interest survey of students wants/needs	Student Voice Committee	November 2023	Not Started
Action Step 2	Expand the Student Voice Committee to Grades 1 - 6	Admin/SEL	February 2024	Not Started
Action Step 3	Research after-school opportunities for 5-8	Admin/SEL	June 2024	In Progress
Action Step 4				*Select Status*
Action Step 5				*Select Status*
Implementation Milestone 4				*Select Status*
Action Step 1				*Select Status*
Action Step 2				*Select Status*
Action Step 3				*Select Status*
Action Step 4				*Select Status*
Action Step 5				*Select Status*

SY25-SY26 Implementation Milestones

SY25 Anticipated Milestones

We will have increased opportunities for parent engagement through school (with meetings, workshops, experiences). In addition, we will begin to reach out to community partners to begin to establish positive relationships with the school community.

SY26 Anticipated Milestones

We will have increased opportunties for parents to feel engaged and community paretnships will provide support to our school community through programming.

Return to Top

Goal Setting

Indicators of a Quality CIWP: Goal Setting

Each priority has both Practice Goals & Performance Goals reflecting end-of-year outcomes (numerical targets are optional and based on on applicable baselines and trend data).

Practice Goals, and at least 1 Performance Goal per priority, can be frequently monitored (reported 3X/year or more).

Goals seek to address priorities and opportunity gaps by embracing the principles of Targeted Universalism.

There is consensus across the team(s) responsible for meeting the goals that the goals are ambitious and attainable based on anticipated strategies and unique school contexts.

Goals are reviewed and adjusted with most-current data sources, including MOY and EOY.

Schools designated as Comprehensive or Targeted Support by ISBE meet specified IL-EMPOWER goal requirements.

Resources:

IL-EMPOWER Goal Requirements

For CIWP goals to fulfill IL-EMPOWER requirements, please ensure the following:
-The CIWP includes a reading Performance goal
-The CIWP includes a math Performance goal
-The goals within the reading, math, and any other IL-EMPOWER goals include numerical targets
-Schools designated as Targeted Support identify the student groups named in the designation within the goals above and any other IL-EMPOWER goals

Performance Goals

Specify the Goal	Can this metric be frequently monitored?	Metric	Student Groups (Select 1-2)	Baseline	Numerical Targets [Optional] SY24	SY25	SY26
Partcipation by parents in the Five Essentials Survey	No	5 Essentials Parent Participation Rate	Overall	0%	20%	40%	60%
			Select Group or Overall				
Family attendance at Family Nights	Yes	Other	Overall	30 families	36 familes	42 families	48 familes

will increase 20% each family night.		Yes	Other	*Select Group or Overall*			

Practice Goals

Identify the Foundations Practice(s) most aligned to your practice goals.	Specify your practice goal and identify how you will measure progress towards this goal. SY24	SY25	SY26
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Back To School Bash Community Event, Open House, BAC/PAC informational sessions, connections and partnerships established with community organizations, curriculum/SEL nights, increased translated resources and communication with families, etc. Committees can progress monitor community/family participation via google docs to track attendance from BOY, MOY, and EOY	Family and community engagement will increase by 10% from SY24	Family and community engagement will increase by 10% from SY25
P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Utilize a consistent school wide communication system that includes the different languages of our families (remind, phone tree, school year calendar to promote participation in school wide events. ..etc)	Ensure that 35% of families are signed up for school wide communication system and have access through Parent Portal, and at least 20 percent of families areattending quartely hosted learning nights.	Ensure that 70% of families are signed up for school wide communication system and have access through Parent Portal, and at least 40 percent of families are attending quarterly nights.
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	A student voice infrastructure rubric will be completed by leadership teams that makes decisions that impact students. Using the student voice and engagement handbook, strategies will be developed to address areas of need in the rubric.	Student Voice Infrastructure Self-Assessment will score on average "approaching the bar" by implementing the strategies identified SY 24	Student Voice Infrastructure Self-Assessment will score on average "solidly meets the bar" by implementing the strategies identified SY 24 and SY 25

Return to Top

SY24 Progress Monitoring

Resources:

Below are the goals for this Theory of Action that were created above. CIWP Teams will use this section to progress monitor the goals on a quarterly basis.

Performance Goals

Specify the Metric	Metric	Student Groups (Select 1-2)	Baseline	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Partcipation by parents in the Five Essentials Survey	5 Essentials Parent Participation Rate	Overall	0%	20%	No Progress	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			No Progress	*Select Status*	*Select Status*	*Select Status*
Family attendance at Family Nights will increase 20% each family night.	Other	Overall	30 families	36 familes	No Progress	*Select Status*	*Select Status*	*Select Status*
		Select Group or Overall			No Progress	*Select Status*	*Select Status*	*Select Status*

Practice Goals

Progress Monitoring

Identified Practices	SY24	Quarter 1	Quarter 2	Quarter 3	Quarter 4
P&E:1 The school proactively fosters relationships with families, school committees, and community members. Family and community assets are leveraged and help students and families own and contribute to the school's goals.	Back To School Bash Community Event, Open House, BAC/PAC informational sessions, connections and partnerships established with community organizations, curriculum/SEL nights, increased translated resources and communication with families, etc. Committees can progress monitor community/family participation via google docs to track attendance from BOY, MOY, and EOY	*Select Status*	*Select Status*	*Select Status*	*Select Status*

Select the Priority Foundation to pull over your Reflections here =>

Partnership & Engagement

P&E:2 Staff fosters two-way communication with families and community members by regularly offering creative ways for stakeholders to participate.	Utilize a consistent school wide communication system that includes the different languages of our families (remind, phone tree, school year calendar to promote participation in school wide events. ..etc)	Select Status	Select Status	Select Status	Select Status
P&E:3 School teams have a student voice infrastructure that builds youth-adult partnerships in decision making and centers student perspective and leadership at all levels and efforts of continuous improvement (Learning Cycles & CIWP).	A student voice infrastructure rubric will be completed by leadership teams that makes decisions that impact students. Using the student voice and engagement handbook, strategies will be developed to address areas of need in the rubric.	Select Status	Select Status	Select Status	Select Status

If Checked:

Complete IL-Empower Section below

☑ **Our school receives school improvement funding through Title I, Part A, 1003 (IL-Empower)**

This CIWP serves as your School Improvement Plan, which is required for schools in school improvement status (comprehensive or targeted) as identified by the Illinois State Board of Education (ISBE). The following section, "IL-Empower," addresses grant requirements, assurances, and alignment across your CIWP, grant budget, and state designation.

If Checked:

No action needed

☐ **Our school DOES NOT receive school improvement funding through Title I, Part A, 1003 (IL-Empower). (Continue to Parent & Family Plan)**

IL-Empower

IL-EMPOWER GRANT ASSURANCES

By checking the boxes below, you indicate that your school understands and complies with each of the grant assurances listed.

☑ The purpose of the IL-Empower grant funds, authorized under Title I, Part A, Section 1003 School Improvement of the Elementary and Secondary Education Act, is to support local education agencies (LEAs), via the Statewide System of Technical Assistance and Support (IL-EMPOWER) to serve schools implementing comprehensive support and improvement activities or targeted support and improvement activities. The goal is to provide all children significant opportunity to receive a fair, equitable, and high-quality education by providing adequate resources to substantially raise the achievement of students in lowest and underperforming schools, as defined by the Illinois State Board of Education (ISBE).

☑ The purpose of the funding is to build the capacity of school leaders to implement effective school improvement practices, and the goal is to enable schools in improvement status to improve student achievement and performance outcomes and to exit status.

☑ Funding will be used only to develop, implement and/or monitor School Improvement Plans (SIPs) / CIWPs. Grant funds may be used for the following types of planning and implementation activities:
a) Paying school personnel to collaborate and to develop, implement, and monitor school improvement plans
b) Contracting for professional services from State-Approved Learning Partners
c) Conducting school-level needs assessments
d) Analyzing data
e) Identifying resource inequities
f) Researching and implementing evidence-based interventions
g) Purchasing standards-aligned curriculum and materials
h) Purchasing and administering local assessments for progress monitoring

☑ Supplement, not supplant is in effect. Schools and LEAs shall use IL-Empower grant funds only to supplement the funds that would, in the absence of such federal funds, be made available from state and local sources for the education of students participating in programs assisted under this part, and not to supplant such funds.

☑ Schools designated for comprehensive or targeted support can expect four years of continuation funding from the initial summative designation. Improvement status defines the up-to four-year term that runs concurrently with the IL-EMPOWER grant program. Status and funding begin with an initial summative designation of comprehensive or targeted and continue through the remaining part of the first year in the planning phase of the grant and are followed by three consecutive years of implementation. School Improvement funding is awarded concurrently with improvement status. Improvement status and grant funding continue concurrently for up to four years regardless of positive changes in annual summative designations because IL-EMPOWER is structured to support local efforts with scaffolded support of sufficient size and longevity to improve outcomes for students and exit improvement status within a four-year grant term.

☑ School Improvement Reports (SIR) are due on a triannual basis.

☑ Schools in comprehensive improvement status must work with a State-Approved Learning Partner to address areas identified in the respective school improvement plans. Schools in targeted improvement status may or may not elect to work with a State-Approved Learning Partner. Approved Learning Partners are contracted by ISBE and are authorized to provide direct professional learning services in evidence-based practices to LEAs and comprehensive and targeted schools. Only vendors selected for an executed contract with ISBE may provide services to IL-Empower districts and schools (both comprehensive and targeted) using Title I, Part A, Section 1003 School Improvement funds, and likewise only those subcontractors included in either the executed contract or subsequent written approval by ISBE may provide services to IL-EMPOWER districts and schools.

☑ As a grant recipient, you may be required to participate in program evaluation activities, site monitoring visits, and audit protocols.

☑ As part of annual grant application and amendment processes, you may be asked to submit additional information regarding budget requests and alignment of budget allocations to CIWP.

IL-EMPOWER SMART GOALS

Of the goals developed earlier in this CIWP, please choose at least 2, and up to 3, that will be your focus areas for IL-Empower. These goals should be in alignment with your ISBE designation and reference specific student groups, as applicable. As part of the annual grant application and amendment processes, please be prepared to outline how your IL-Empower grant budgets will support the chosen goal(s).

IL-Empower Goals Must have a Numerical Target	Select a Goal Below	Student Groups	Baseline	SY24	SY25	SY26
Required Math Goal	Other: Because of the consistency of practices, by June of SY 26 students will meet their IEP goals in the areas of Reading and math.	Students with an IEP		40	50	60
		Overall				
Required Reading Goal	Other: Because of the consistency of practices, by June of SY 26 students will meet their IEP goals in the areas of Reading and math.	Students with an IEP		40	50	60
		Overall				
Optional Goal	Other: Family attendance at Family Nights will increase 20% each family night.	Overall				
		Select Group or Overall				

Parent and Family Plan

If Checked:

Complete School & Family Engagement Policy, School & Family Compact, and Parent & Family Engagement Budget sections

☑ **Our school is a Title I school operating a Schoolwide Program**

This CIWP serves as your comprehensive Title I plan, which is a federal requirement for every Title I school operating a schoolwide program. As outlined in the federal legislation, this plan must be reviewed on at least an annual basis, and it must be made available to the district, parents, and the public. The following section, "Title I Schoolwide Programs and Parent Involvement," addresses the federal Title I requirements around meaningful parent and family involvement in developing and implementing Title I schoolwide programs.

If Checked:

No action needed

☐ **Our school is a non-Title I school that does not receive any Title I funds. (Continue to Approval)**

SCHOOL & FAMILY ENGAGEMENT POLICY

ESSA, Title I, Part A law requires schools to develop a parent and family policy that reflects their commitment to develop best engagement practices and maximizes meaningful consultation. Checking the boxes below indicates that your school understands and complies with each requirement listed.

- ☑ The school will hold an annual meeting at a time convenient to parents and families during the first month of school to inform them of the school's participation in ESSA, Title I programs and to explain the Title I requirements and their right to be involved in the Title I programs. The school will also hold an annual Title I PAC Organizational meeting at which 4 PAC officers are elected and monthly meeting dates are identified. The school will also offer parental and family engagement meetings, including monthly school PAC meetings, at different times and will invite all parents and key family members of children participating in the ESSA, Title I program to these meetings, and encourage them to attend.
- ☑ At the request of parents, schools will provide opportunities for regular meetings, including the School Parent Advisory Council meetings, for parents and family members to formulate suggestions and to participate, as appropriate, in decisions about the education of their children.
- ☑ Schools will provide parents a report of their child's performance on the State assessment in at least math, language arts and reading.
- ☑ Schools will provide parents timely notice when their child has been assigned to, or taught by, a teacher who is not "highly qualified," as defined in the Title I Final Regulations, for at least four (4) consecutive weeks.
- ☑ Schools will assist parents of participating ESSA Title I children in understanding: the state's academic content standards; the state's student academic achievement standards; the state and local academic assessments, including alternate assessments; the requirements of Title I, Part A; how to monitor their child's progress; and how to work with educators.
- ☑ Schools will provide information, resources, materials and training, including literacy training and technology, as appropriate, to assist parents and family members in working with their children to improve their academic achievement, and to encourage increased parental involvement.
- ☑ Schools will educate all staff in the value and utility of contributions by parents and family and in how to reach out to, communicate, and work with parents and family as equal partners in the education of their children and in how to implement and coordinate parent and family programs and build ties with parents and family members.
- ☑ Schools will, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.
- ☑ Schools will ensure that information related to the school and parent and family programs, meetings, and other activities is sent to parents in understandable and uniform formats, including language.

SCHOOL & FAMILY COMPACT

Your school shall jointly develop, with parents, a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. Checking off the statements below indicates your school will develop a compact that complies with each requirement. Compact statements will be housed at the school and shared with all parents.

- ☑ The school will provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating student to meet the State's student academic achievement standards.
- ☑ The school will hold parent-teacher conferences.
- ☑ The school will provide parents with frequent reports on their children's progress.
- ☑ The school will provide parents reasonable access to staff.
- ☑ The school will provide parents, as appropriate, opportunities to engage in and volunteer with school activities.
- ☑ The parents will support their children's learning.
- ☑ The students will share the responsibility for improved student academic achievement by engaging in behaviors such as good attendance, positive attitude, and class preparation, among others.

PARENT & FAMILY ENGAGEMENT BUDGET

The overarching goal for Title I Parent & Family Engagement funds is to increase student academic achievement through parental and family engagement and supporting skills development. In the box below, identify the academic priority areas around which your parent engagement & skills development will be aligned. As a reminder, use of your funds must occur in consultation with parents.

I am seeking guidance on Title 1 funds. I currently see ~$6,400 to spend.

In order to maintain compliance with the use of Title I Parent & Family Engagement funds, please review and check each box below to indicate that your school understands and complies with the requirements following. We will...

- ☑ Spend Parent & Family Engagement Funds in a timely manner (Average 10%/month)
- ☑ Collaborate with parents, prioritizing PAC officers, to decide on Title I expenditures
- ☑ Assure that funds impact the majority of parents or focus on parents with students most at academic risk
- ☑ Provide up to date monthly fund reports to PAC officers
- ☑ Maintain a binder with the original documents related to PAC meetings, presentations, fund expenditures and other evidence of collaboration
- ☑ Provide support to PAC officers including but not limited to consultation about fund usage, meeting set-up, information dissemination, and organizational support